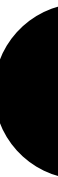


# Grade 7

An Advertisement  
(for a New Food Product)



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# An Advertisement (for a New Food Product)

## The Task

Students were asked to write an advertisement for a food magazine describing a new and exciting food product. The advertisement was intended to persuade a specific group of consumers/readers of the value of this product. Students were to use an essay format and to follow the writing process described on pages 6 and 11 of *The Ontario Curriculum, Grades 1–8: Language, 1997*. Students were also reminded to check their work for errors in spelling, grammar, and punctuation.

The following are the “overall expectations” that relate to this task:

*By the end of Grade 7, students will:*

- communicate ideas and information for a variety of purposes and to specific audiences;
- organize information to develop a central idea, using well-linked and well-developed paragraphs;
- use a variety of sentence types and sentence structures, and sentences of varying length;
- produce pieces of writing using a variety of specific forms, techniques, and resources appropriate to the form and purpose, and materials from other media;
- revise and edit their work, focusing on content and elements of style;
- proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions (e.g., spelling, grammar, punctuation) specified for this grade.

During this task, students worked on the following selected “expectations in specific areas” from the Grade 7 curriculum:

*By the end of Grade 7, students will:*

- use modifiers correctly and with increasing effectiveness;
- give evidence of an expanding vocabulary in their writing;
- show a growing awareness of the expressiveness of words in their word choice.

## Previous Learning Experiences

It was suggested that before attempting the task, students should have had experience with the following:

- working with adjectives, adverbs, verbs, and nouns so that they fully understand the function of each
- writing descriptive paragraphs in the context of other subject areas (e.g., science, math, history)
- process writing
- using a dictionary and a thesaurus
- discussing descriptive language used in effective print and radio advertisements
- using literary devices in descriptive writing
- comparing their work to criteria outlined on task-specific chart like the rubrics included in this booklet

## The Process Used

Teachers used the following process:

**Prewriting, Part 1.** Students were asked to pretend that they had been hired by a food manufacturer to design a new food product for a specific group of consumers. They brainstormed together to come up with adjectives relating to taste, smell, appearance, and texture.

**Prewriting, Part 2.** Using advertisements, recipe books, newspapers, magazines, and so on, students were asked to collect and identify descriptive phrases, as well as to identify and discuss examples of literary devices such as onomatopoeia, simile, and metaphor. These were retained for future reference in students' notes or by classroom posting.

**Prewriting, Part 3.** Teachers prepared cards that each contained the name of a specific consumer group (e.g., athletes, seniors, teens, children, busy adults) and, with students working in groups, distributed one card to each group. Using the planning guide entitled "That Great Food" in the student package to organize their discussion, students brainstormed a type of food that would be appropriate or appealing to that consumer group. Each group brainstormed possible names for the food product selected, chose one, and then decided on the product's packaging and illustrated it.

**Prewriting, Part 4.** Each group of students wrote a poem, slogan, or song to describe their food product and presented it orally to the class, using illustration to reinforce the message. The class then discussed the effective words and phrases used by each group to describe their products.

**Drafting.** Students wrote the first drafts of their articles.

**Revising.** Teachers reviewed with their students the criteria for descriptive or persuasive writing using the checklist included in the student package (or any similar alternative). Students then revised their work accordingly.

**Editing.** Students edited their own work and then worked in pairs to complete a peer edit of their work (using the guideline in the student package) before writing their final copies.

**Publishing.** Students revised their compositions using the suggestions from their peer editors and wrote their final copies using resources such as computers, dictionaries, and thesauruses.

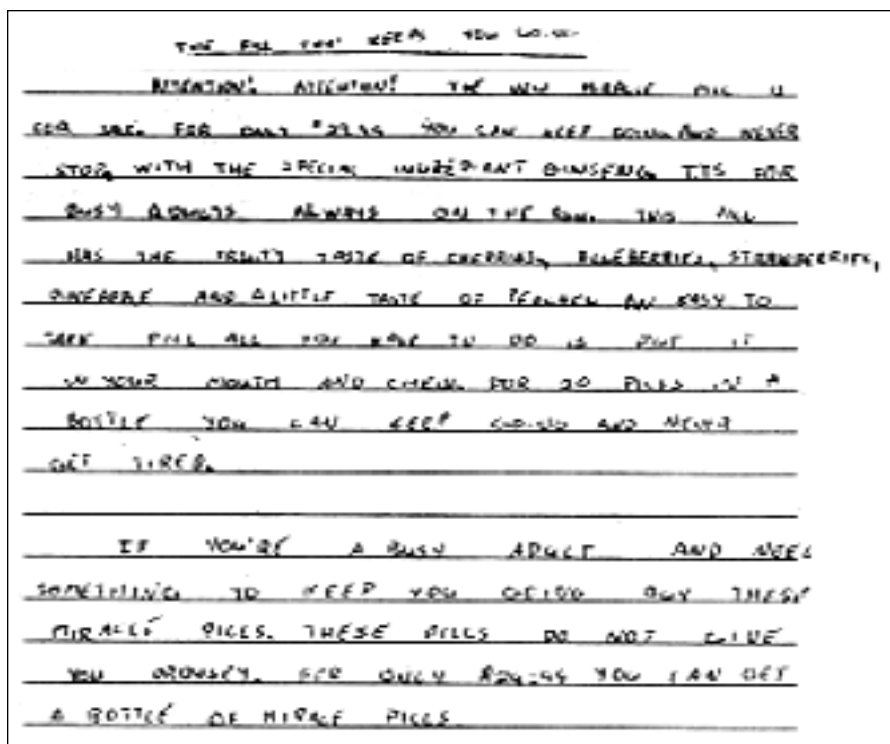
**Reflecting.** Students reflected on the process they had used by filling out the reflection sheets provided in their student packages.

Teachers then evaluated students' work using the rubric reproduced on the next page.

## Grade 7: Rubric for an Advertisement (for a New Food Product)

Categories	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b>	The student:			
– complexity of ideas	– expresses only a few simple ideas	– expresses a variety of simple ideas	– expresses many well-developed ideas	– expresses thoroughly well-developed ideas and includes some that are original
– connecting ideas to the topic	– connects few ideas to the topic	– connects some ideas to the topic	– connects many ideas to the topic	– connects almost all ideas meaningfully and consistently to the topic
– number and relevance of supporting details	– includes few supporting details and some ideas that are not important or relevant to the topic	– includes some supporting details and some ideas that are important or relevant to the topic	– includes supporting details that are relevant to the topic	– includes detailed information that is clearly relevant to the topic and convincing to the reader
<b>Communication</b>	In the student's article:			
– purpose (to create a descriptive, persuasive article)	– the purpose is unclear in the introduction	– the purpose is somewhat clear in the introduction	– the purpose is clear and effective in the introduction	– the purpose is clear, effective, and engaging in the introduction
– voice (awareness of audience)	– there is no evidence of who the audience is	– there is little awareness of who the audience is	– the intended audience is clear	– an effective appeal is made to a specific audience
– word use and vocabulary	– the vocabulary is not effective	– there is some effective vocabulary	– much of the vocabulary is used effectively	– almost all the words are used effectively
– sentence variety (structure, type, length)	– there is little sentence variety	– there is some variety in the sentences used	– a variety of sentences are used	– a variety of sentences are used effectively
– use of literary devices	– literary devices are not used	– there is little use of literary devices	– some literary devices are used	– a number of literary devices have been used effectively
<b>Organization</b>	The student's article:			
– overall structure (introduction, body, conclusion)	– has no clear overall structure	– shows some evidence of an introduction, body, and conclusion	– the introduction, body, and conclusion are organized to develop a central idea	– the introduction, body, and conclusion are clear and effective
– paragraph structure	– contains little division into paragraphs	– contains simple paragraphs	– contains well-developed paragraphs	– contains well-developed paragraphs that are closely linked to each other
<b>Conventions</b>	In the student's article:			
– grammar, spelling, and punctuation	– there are several major errors or omissions	– there are several minor errors	– there are only a few minor errors	– there are practically no errors
– visual presentation (e.g., indentations, spacing, margins, title, highlighting, italics, font)	– the visual presentation is not clear at all	– the visual presentation is not always clear	– the visual presentation is clear	– the visual presentation is clear and enhances the content

## AN ADVERTISEMENT

**THE PILL THAT KEEPS YOU GOING**

ATTENTION! ATTENTION! THE NEW MIRACLE PILL IS FOR SALE. FOR ONLY \$29.99 YOU CAN KEEP GOING AND NEVER STOP. WITH THE SPECIAL INGREDIANT GINSENG. ITS FOR BUSY ADULTS ALWAYS ON THE RUN. THIS PILL HAS THE FRUITY TASTE OF CHERRIES, BLUEBERRIES, STRAWBERRIES, PINEAPPLE AND A LITTLE TASTE OF PEACHES. AN EASY TO TAKE PILL ALL YOU HAVE TO DO IS PUT IT IN YOUR MOUTH AND CHEW. FOR 20 PILLS IN A BOTTLE YOU CAN KEEP GOING AND NEVER GET TIRED.

IF YOU'RE A BUSY ADULT AND NEED SOMETHING TO KEEP YOU GOING BUY THESE MIRACLE PILLS. THESE PILLS DO NOT GIVE YOU DROWSEY. FOR ONLY \$29.99 YOU CAN GET A BOTTLE OF MIRALE PILLS.

**Teachers' Notes****Reasoning**

- the writer expresses a few simple undeveloped ideas
- the reason why the pill is a "miracle" is not explained
- there are few supporting details that are relevant to the topic

**Communication**

- the vocabulary used is simple (e.g., "put it in your mouth and chew")
- literary devices are not used
- there is limited variety in the sentences used

**Organization**

- the introduction is not supported by the closing
- ideas are not connected in paragraphs
- ideas are not related to each other

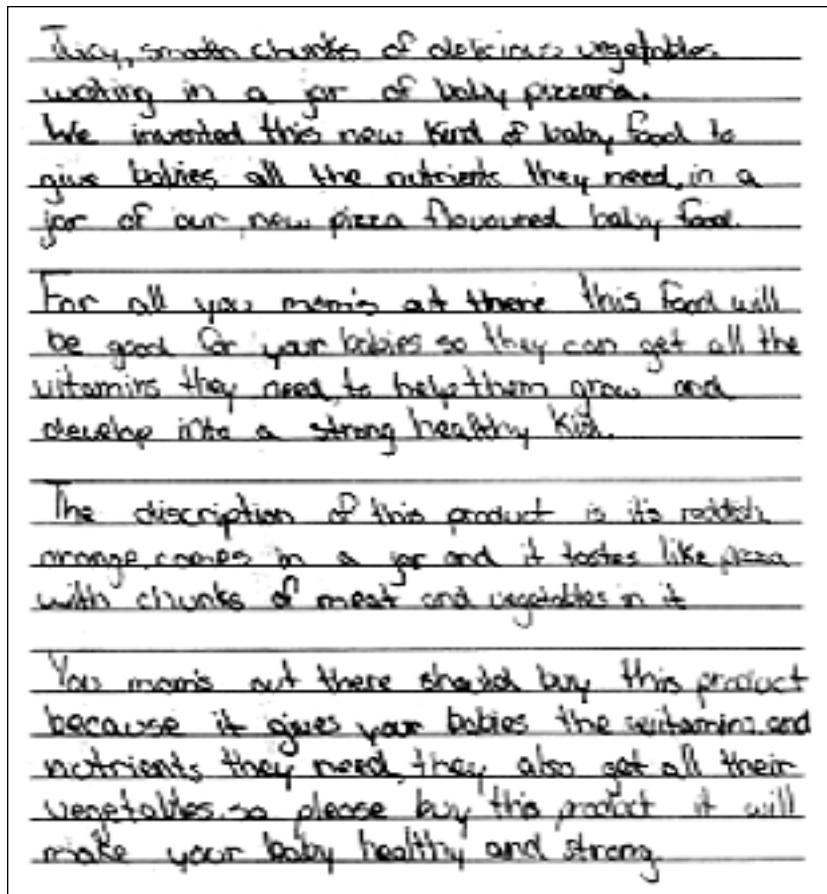
**Conventions**

- there are several major errors (e.g., "These pills do not give you drowsey.")
- the visual presentation is not clear (e.g., there is no reason for the division into two sections)

**Comments**

This piece of writing expresses a few simple undeveloped ideas. The details do not support the topic presented in the title. There is no clear overall paragraph structure.

## AN ADVERTISEMENT



Juicy, smooth chunks of delicious vegetables waiting in a jar of baby pizzaria. We invented this new kind of baby food to give babies all the nutrients they need, in a jar of our new pizza flavoured baby food.

For all you mom's out there this food will be good for your babies so they can get all the vitamins they need, to help them grow and develop into a strong healthy kid.

The discription of this product is it's reddish orange, comes in a jar and it tastes like pizza with chunks of meat and vegetables in it.

You mom's out there should buy this product because it gives your babies the vitamins and nutrients they need, they also get all their vegetables so please buy this product it will make your baby healthy and strong.

## Teachers' Notes

## Reasoning

- the writer presents a few simple ideas
- nutrition seems to be the central idea, but this is not developed
- a few details connect to the topic

## Communication

- there is some awareness of the audience (e.g., "you mom's out there")
- the vocabulary used is simple and there is no evidence of the use of literary devices

## Organization

- the development of paragraphs is limited
- the second paragraph repeats the ideas of the first
- the writer appears to be responding to prompts
- there is an attempt to summarize the message in the conclusion

## Conventions

- there are major errors (e.g., a run-on sentence in the last paragraph)
- there are spelling and grammatical errors (e.g., "discription")

## Comments

The piece contains a few simple but repeated ideas supported by a few relevant details. The message is not focused. There is some awareness of the audience. There is no attempt to use descriptive words.

## AN ADVERTISEMENT

Take a bite out of fright.  
Through out the world there is a need ~~for~~ something effortless and quick for us, teens. Now we have found it! It's fright night bites. A product made for you.

In the middle there is a messy, sloppy burger. Around this fulsome burger are mini tacos with a choice of any toppings. Along with the tacos are a heap of delicious fries with tornado-like whipped sauce.

With a big BANG it blasts your tastebuds. It's the best cut for your bucks. Fright night bites is delicioso with every bite leaving you wanting more but you're too full. You would want to stock up on it because it's extra filling.

This mouth-watering finger food is a product no food lover should ever be without.

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## Teachers' Notes

### Reasoning

- the writer expresses a variety of simple ideas
- some details are not relevant but even the relevant details are not all effective (much of the description is not logical for a “finger food”)
- the “fright” aspect is not clear

### Communication

- there is some attempt to use descriptive words (e.g., “tornado-like”); however, some adjectives are not effective (e.g., “messy”, “sloppy”)
- the writer identifies the audience as teens and attempts to appeal to that group

### Organization

- the writing includes an introduction, a body, and a conclusion
- the topics of individual paragraphs do not necessarily support the main idea

### Conventions

- there are several major errors in language conventions and several sentence fragments; some sentences do not make sense (e.g., “It’s the best cut for your bucks.”)

### Comments

The writer attempts to appeal to a specific audience, but the description is not effective. The writer does not explain how the food is “quick”.

## AN ADVERTISEMENT

Are you working hard? Do you want something that is hot? I don't think so. I would want something cold, soft and refreshing like ICE-A-CHANGE.

Are you wondering what Ice-a-Change is? It's ice cream with syrup on it, but when the syrup hits the ice cream, it changes colour's. Blue, yellow, red, green, and purple are some of them.

Ice-a-Change is a good thing to have around the house, like when you have a party. The syrup is only 4g of fat, when it is on the ice-cream. You can buy the syrup in a box of 24 and it only costs \$15.00, and I say that is cheap.

Ice-a-Change is cold, soft, and refreshing, so buy it today.

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Ice-a-Change is cold, soft, and refreshing, so buy it today.

## Teachers' Notes

### Reasoning

- the writer presents a few simple ideas and includes some relevant details
- some of the logic is weak (e.g., “4g of fat, when it is on the ice-cream”)
- the idea of “refreshing” is not developed

### Communication

- there is little awareness of who the audience is
- the vocabulary used is simple (e.g., “a good thing to have around the house”)

### Organization

- the introduction attempts to appeal to the reader but is confusing
- there is little connection between the introduction and the conclusion
- details are presented in paragraphs but are not connected within the paragraphs

### Conventions

- there are several minor spelling and grammatical errors (e.g., “whan” for “when”, “cheep” for “cheap”, and “like when you have a party”)

### Comments

The central idea is creative and believable but needs to be developed. Some of the supporting details are relevant, but not all of the explanations are logical. More attention to grammar and punctuation is needed.

## AN ADVERTISEMENT

Some kids really hate to brush their teeth. That's why the new "brushinator" is so terrific. It makes kids actually want to brush their teeth. It's a cool new way to have fantastic oral hygiene.

The "brushinator" is an edible toothbrush. First, you open up the package, and pull out the toothbrush and free bubble gum flavored toothpaste. Then, brush your teeth with the "brushinator," as you would your normal toothbrush. After that you just eat the toothbrush. It's as simple as that!

Now I know you must be wondering, "Isn't bad to eat right after you brush?" Not anymore! When you eat the brushinator it helps to clean your teeth! It's amazing!

Plus, the "brushinator" comes in five fruity flavors; lime, grape, cherry, strawberry and apple, and they all taste scrumptious! It's healthy and tastes great at the same time! Don't wait, get your terrific brushinator today!!!

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## Teachers' Notes

### Reasoning

- the writer expresses well-developed ideas supported with relevant details
- the writer anticipates questions of the reader and responds logically

### Communication

- there is clear evidence of the writer's voice and appeals to the audience
- dialogue is used effectively
- much of the vocabulary is used effectively

### Organization

- the introduction, body, and conclusion are organized to develop a central idea
- paragraphs connect related ideas and have clear topic sentences
- the final paragraph should be divided into two paragraphs

### Conventions

- there are a few minor errors in spelling (e.g., "actually" and "healty")
- the writer uses underlining and punctuation for effect
- missing words indicate the need for a more careful final edit

### Comments

This piece develops the description in a creative and interesting way. The message is clear and an appeal is made to the reader.

**Sports Creation Of the Year!!**

Do you get tired after walking? Are you exhausted just watching sports? Pop one of these wonder vitamins in your mouth and Donovan Bailey will seem like a turtle. This vivid vitamin may seem like a dream but it is far from it. It is cool, crisp, creative, colorful and will make you more athletic just reading about it! This alluring as french perfume creation is made by the intelligent, intellectual, inventive and innovative staff at B/G sports company and athletic specialists. The new as powerful as atomic energy vitamin is the one and only Athletilize.

You're probably wondering if this imaginative invention will taste like a block of sugar. The hyper vitamin is packed with nutrients and minerals that have been tested and quarantined. This vitamin has enriched, all natural, enhanced fibres that naturally boost your mental and physical athletic ability. This vital vitamin is inexpensive and safe for athletes of all ages. It is anti-allergenic and has no side effects. The power-packed vitamin is low fat and contains absolutely, positively no sugar whatsoever. It has no artificial sweeteners, flavors or colors. This creation is perfectly all natural.

Through extensive testing we have scientific proof that this 100% natural product will increase your athletic energy and pump up your athletic ability to a maximum. Athletilize is under no circumstances addictive. These pills can be harmful in one situation. You may only have one pill one hour before beginning an athletic event. You may not take them as an energy pill to avoid sleep. As is with everything, too much of this product will cause severe illness and insomnia. So keep in mind the rules while you're out there having fun!

Athletilize is a product of B/G sports company and athletic specialists.

Copyright 1998

Athletic Magazine

## Teachers' Notes

### Reasoning

- the writer expresses well-developed ideas
- most details are relevant except “cool” and “creative”
- description is logical and includes cautions about the use of the product

### Communication

- the purpose is clearly explained in the introduction
- the vocabulary used is effective (e.g., “enhanced”, “alluring”)
- literary devices such as alliteration and similes are used
- some exaggerated humour is used effectively (e.g., “will make you more athletic just reading about it”)

### Organization

- introduction, body, and conclusion are organized to develop a central idea
- paragraphs are generally well developed, but could have clearer links between topic sentences and summary sentences
- a variety of sentence structure enhances the message

### Conventions

- the visual presentation is clear and creative (e.g., “Copyright 1998, Athletic Magazine”)
- there are only a few minor spelling and grammatical errors

### Comments

This piece contains ideas that are well developed in depth and detail. The writing is descriptive and persuasive.

**The Fabulous Fruit Chew**

Introducing a new twist that will spoil your tastebuds! Finally a delicious snack that is actually good for you. You heard it right! The new Fabulous Fruit Chew is loaded with vitamins and minerals that burst with energy. Doctors recommend this snack for busy adults and seniors who have too much to accomplish, but not enough energy. All you have to do, is include the Fabulous Fruit Chew in your diet once a day for vitamins and lasting energy to help you get through your busy days.

The Fabulous Fruit Chew is brimming with luscious, fresh fruit flavours. Savour the bounty of the exquisite taste and aromatic scent! The whole of the bar is combined of dehydrated strips of fresh fruit in various flavours. It is smooth in texture and has a unique appearance as well as a delightful taste. We guarantee, it's as tasty as biting into a freshly picked fruit. The Fabulous Fruit Chew is simply pleasing, with its heavenly aroma, it will surely lure you into the delectable, yet delicate and extremely healthy product. Our irresistible flavours will definitely tickle your tastebuds: presumptuous peach, luscious lemon, savory strawberry, magnanimous melon, pleasurable peach and many more. If you think that's positively uplifting, just wait! Along with each tantalizing flavour comes a package of heavenly "real" cool whip. Squeeze on the alluring topping and indulge yourself in this divine, toothsome treat.

Overall, I think that busy adults and seniors should purchase the Fabulous Fruit Chew because it is extremely healthy and includes important essential nutrients, vitamins, minerals and energy for the everyday lives of adults and seniors. It is packed with real fruit flavour and divine cool whip toppings. It is also completely denture safe and will not stick or pull out dental work. We guarantee our consumers on the quality of the Fabulous Fruit Chew, however if you are not satisfied we will gladly refund your money and supply you with a new box of the product, because you deserve the best!



## Teachers' Notes

### Reasoning

- detailed information is clearly relevant to the topic and convincing to the reader (the writer identifies the product as “delicious” and “good for you”, and supports these ideas effectively)
- the writer expresses a well-developed, original idea

### Communication

- there is strong evidence of appeal to a specific audience
- the introduction engages the reader
- almost all words are used effectively (e.g., “dehydrated”, “delectable”)
- there is effective use of alliteration in naming the flavours
- a variety of sentence structures enhances the description

### Organization

- there is a clear introduction, body, and conclusion
- the introduction is engaging and the conclusion reinforces the message
- paragraphs are well developed with topic sentences and supporting detail

### Conventions

- spelling errors are evident (e.g., “reccomend” and “guarentee”), but the words misspelled are generally difficult
- there are only a few grammatical errors (e.g., “We guarentee our consumers on the quality”)

### Comments

The writer has well-developed and creative ideas. Details are used effectively to maintain interest.

## AN ADVERTISEMENT

It's dinner time and you want to make something easy and yet nutritious. You decide on a delectable dish made of chicken. Everyone is called up for dinner and things are going fine until Robbie says, "What is for dinner?"

"Oh no," he cries, "Not chicken again. I hate that stuff! I want hot dogs."

"But hot dogs aren't good for you," you protest while trying to calm him down. "You can have them for lunch tomorrow."

"But I want them now!" Robbie stammers as he runs crying to his room.

This entire scene could have been prevented if you had Wienerman's Hero Dogs. They're as healthy as an entire meal and as scrumptious as a normal hot dog. These tantalizing wieners are different because they are 100% real meat. Unlike ordinary frankfurters these hot dogs have no fillers, by-products, or MSG. These wieners give your children the vitamins, minerals, and nutrition that they need and give you, the parent, the reassurance that you are feeding your children properly! Wienerman Hero Dogs come in five savoury flavours; Burly Beef, Tough Turkey, Courageous Chicken, Flawless Fish, and Tiku Tofu.

So if your child is like Robbie then be sure to buy new Wienerman Hero Dogs at your local grocery store.

It's dinner time and you want to make something easy and yet nutritious. You decide on a delectable dish made of chicken. Everyone is called up for dinner and things are going fine until Robbie says, "What is for dinner?"

"Oh no," he cries, "Not chicken again. I hate that stuff! I want hot dogs."

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So if your child is like Robbie then be sure to buy new Wienerman Hero Dogs at your local grocery store.

## Teachers' Notes

### Reasoning

- the writer presents the product in a logical way and builds a persuasive argument
- the details are relevant and enhance the argument

### Communication

- the writer engages the reader with an interesting introduction
- the writer uses dialogue effectively
- the writer shows awareness of audience and anticipates and responds to potential questions and concerns
- the writer uses alliteration effectively in the names of the flavours

### Organization

- paragraph structure is used, although one paragraph is long
- the writer presents a clear introduction, body, and conclusion
- a more definite summary is required in the conclusion

### Conventions

- dialogue is used accurately
- there are almost no errors in spelling, punctuation, and grammar

### Comments

This piece uses stylistic devices to create reader appeal. The food product is creative and realistic. The details support the idea of a healthy substitute food product.